

teachers in this State were receiving annual salaries of less than \$500. It is estimated that 40,000 teachers in thirty-six States of the country were similarly underpaid in 1922. Teachers in the large cities of the country in 1922 received an average salary of \$1,848. Does anyone believe that the qualifications of the teacher who is willing to accept a salary of less than \$500 are to be compared with those of a teacher who is receiving an annual salary of \$1,848? Certainly there is no equality of educational opportunity as far as the type of teacher instructing our children is concerned, and nothing is so fundamental in the effectiveness of a schoolroom as the teacher who presides over that room.

Do all children have an equal opportunity to attend an adequately supported school? The average expenditure per pupil attending in one State in 1920 was \$136—in another State \$21. Once again averages are misleading. The situation as it actually is can be ascertained only by studying in detail the conditions within individual States. Inequalities are great even when one city is compared with another. In Massachusetts, for example, the city of Dover spent in 1920 \$150.84 per pupil, while another, Somerset, expended \$42.24 per pupil. The recent New York school survey gives data for one thousand common school districts in which the annual expenditure per pupil varied all the way from \$20 to \$185. Forty-three common school districts expended less than \$35 per pupil and twenty-two districts expended more than \$185 per pupil. Can the educational opportunity offered in the school where the yearly expenditure is \$20 per pupil be compared with that offered where the average yearly expenditure per pupil is \$185? Once again the facts are clear—equality of educational opportunity as evidenced by expenditures for school support does not exist.

If there is nothing like equality of educational opportunity in such fundamental educational provisions as those described, can there be educational equality in any phase of our educational system? It is clear that there can not be. Our learned Secretary of State was right when he placed equality of educational opportunity among America's ideals—an ideal far from realized. "The investigator finds the richest Nation on the earth denying multitudes of her children any educational

opportunities and herding thousands upon thousands of others in dismal and insanitary hovels under the tutelage of wretchedly underpaid and proportionately ignorant, untrained, and negative teachers; finds hundreds of communities able to provide luxurious educational facilities with almost no effort, while thousands upon thousands, despite heroic exertions, can not provide even the barest necessities."¹

How long is the United States willing to keep equality of educational opportunity among its unrealized ideals?

¹U. S. Bureau of Education Bulletin, 1922, No. 6, page 54.

WHAT SHOULD A COURSE IN CLOTHING INCLUDE IN HIGH SCHOOLS? IN NORMAL SCHOOLS?

*In which clothing is interpreted in its broader
modern aspects*

THE name High School may mean either the old four year high school or the high school organized on the new basis of the three-three plan, the junior and senior high school.

In planning a course of clothing each organization has a somewhat different situation to cope with. A course can be planned much more wisely for the six-year high school than for the four-year, since in the junior and senior high school we have control of more of the years of work and can proceed more logically and psychologically. Whereas, in the four-year type we are not certain of the previous preparation or training of the children.

The most important factor which should influence us in planning the content of a clothing course is the aim of the girl. Based on their aims the high school girls may be divided into these most common groups:

1. Those preparing for college or normal school who take the Academic or Classical course.
2. Those preparing to enter the business

- world who take the Commercial course.
3. Those who have not found themselves, but grope their way through school and drift into the General High School course.
 4. That group who are interested in home activities or who expect to enter industries which are the outgrowth of home economics studies. These naturally take the Home Economics course.

It is taken for granted that we all agree to the fact that some clothing work, along with other home economics studies, should have a place in every course taken by the girls in high school; for, no matter what her aim is, she needs a proper course in home economics to help her live a happier, healthier, and more economic life. But the course in clothing for the home economics girls should differ somewhat from that followed by girls in other courses.

There are five aspects or phases of study in clothing: they are the artistic, economic, sociological, hygienic and technical, each of which should have a place in every clothing course. The only difference there should be in the different courses is in the amount of time and emphasis placed on these different phases. This amount of time and emphasis depends upon which of the several high school courses this work is a part of, whether Home Economics, Commercial, or College Preparatory.

Other factors affecting this difference in emphasis are the conditions of a community, such as the nationalities represented, the industries, the social and economic status of the families. Due to certain of these conditions the people of a locality may already appreciate perhaps the artistic or economic elements of clothing and would therefore need to have brought to their notice for study the sociological, hygienic, and technical.

Now, heretofore, and at the present time in many places, the technical work has never suffered from neglect; in fact, it has almost entirely eclipsed the other aspects. It is no wonder our subject has been called "sewing," for it deserved just that name and we are having a difficult time to correct that idea in the minds of the people, not only of those of other departments, but even of our own. We aim to have them realize it is not sewing, but clothing that we are teaching; and the

surest way to get that across is to have our work deserve that name. It will not be done unless we broaden our course and make it not only a Subject of Doing, as sewing is, but a Subject of Study as well.

Is there not plenty of subject matter for thought and study in regards to clothing? If we would have our work deserve the same respect and stand on an equal basis with the other subjects in the school curriculum we must remember that the value of any course is commensurate with the thought content.

In one of the reports at the meeting of the American Home Economics Association, February, 1921, this remark was made: "Our girls do not need advanced cooking and sewing, but they need great emphasis on the social side of the home, the appearance and the economics of buying. They all buy clothes and know nothing about them. Why do we leave them to buy at the mercy of fashion?" We need to put in a course that will function in the girl's life.

We will first consider a rather comprehensive survey course that may very wisely and conveniently be made a required part of each of the courses offered in high school other than the Home Economics Course. The year or years and the distribution of the time of the course must be decided upon according to the organization of the individual high school.

Now, these girls who are going to college or entering business are not going to have time or will probably not care to *make* their clothes, but they are going to have to know how to select appropriate and attractive clothes, to know the effect of clothing upon their health, how to care for their clothes, etc.

The economic side offers opportunity for the study of the cost of clothing, which includes the study of the clothing budget; the comparison of the cost and value of home-made and ready-made garments; the care and renovation in connection with which may be taken simple lessons in darning, patching, and care of dress accessories; the study of textiles, prices, properties, inexpensive substitutes and adulterations; the conservation of materials in the home by seasonal storage, cleaning and laundering.

Some lessons should be devoted to the hygiene of clothing, its daily use and care, including laundering and cleaning, with its effects upon health; the study of kinds, sizes, and styles of different articles of clothing conducive to good health; the conditions, sanitary or otherwise, under which they are manufactured.

The last named suggest the sociological side in which the students should get an appreciation of factory conditions, child labor, the Consumer's League and its work, and the ethics of shopping.

The artistic phase would include the study of materials, their texture and design; the color, line and style of costume suitable to individuals, to time, and occasion, which would mean the selection of a suitable and attractive wardrobe.

This study does not exclude the constructive side, however. Simple garments are to be made as a means of adapting and illustrating some of the subjects of study, and will give the girl some knowledge and appreciation of the use of patterns and sewing machine and some fundamental principles of garment construction.

In the Home Economics Course the aims of the clothing work are: first, to enable the girl to become proficient in running her personal affairs intelligently; second, to prepare her for going into professional establishments, as millinery or dressmaking, to become more proficient; third, to prepare her for entering higher schools for further study along those lines and later to teach this specialty.

The clothing work for these girls differs from the forgoing scheme principally in the amount of time given to the subjects and in the amount of practice application. There is also opportunity given for elective work where the girl is interested in a specialty and is contemplating more advanced training after leaving school.

The survey course, just described, is a very good one for the home economics girl to start out with, for it will give her an idea of the scope of the work and prepare her for more specialized and intensive work later. But for the home economics girl this course may be more condensed than for the other students, for she will enlarge upon all the phases later on. The practical side of the course may be extended to include more con-

struction work; as the making of simple garments not only for herself, but for others, possibly for some institution of charity in the community which will offer opportunities for practice.

The work in textiles in the high school should include a working knowledge of standard materials covering their characteristics, properties, widths, and cost. The properties of materials which affect their relation to health and their laundering qualities should be known, but the production, manufacture, and distribution is necessary only so far as they affect the cost and are related to the girl's responsibility as a consumer. This textile work should not be isolated from the clothing course, but should be taught with it so as to contribute to, and find application in, the clothing course.

Following this introductory course may be given more detailed work in clothing. Although the artistic element is an important one in all clothing courses, this course should be especially closely related to the design course, for the aim of it is to teach the girl to plan a suitable and attractive wardrobe. There should be close co-operation with the art teacher, and dress designs should be discussed in the art class in advance of the selection and construction in the clothing class. The construction problems may include the making of personal garments, as middies, shirtwaists, cotton dresses, wool skirts, etc., using commercial patterns.

Beyond this work more specialized units may be offered, a certain number being required but allowing a choice, such as Elementary Millinery, Dress-making, Remodeling of Clothing, Children's Clothing, including the Layette, etc. In all of them we must remember to make them as broad as possible and not as purely technical as the name suggests.

This then constitutes a suggestive clothing course for a high school.

THE NORMAL SCHOOL

Most girls entering the normal school take only the two-year Home Economics Course, one reason being that it is the only one offered in most normals. At the end of this time they are prepared to teach in the Junior High School or grades. Those who continue for four years are planning to teach in Senior High Schools or become supervisors of this work.

Many girls, when they come to the normal school have already had in high school all the technique of clothing desirable in the first year of normal school work, but lack other phases, while others have had no work at all in clothing.

In planning the course of study we must take these conditions into consideration and remember that, in order to teach this work, the student must appreciate its broadest possible scope and must provide herself with a much greater amount of knowledge and technical ability than she will expect of those whom she teaches.

All through the normal school, as well as the high school, it is to be remembered that the art work should be very closely related to the clothing course and the two courses should run parallel.

During the first year there should be given an elementary clothing course similar to the comprehensive survey course suggested for the Home Economics group in the high school, with the addition of more construction problems. This course is necessary; first, because, as mentioned before, many of the girls have had none of this work in high school and second, because those who have had some work need to take it again to get the teacher's view point.

In the second year of the normal school course the textile work may be somewhat isolated and made a unit of more intensive and detailed study. Besides the textiles in the second year there should be given a unit in millinery and one in dressmaking. The millinery unit may include the study of styles suitable to different types (which calls for a study of the styles of hair dress), the care and renovation of hats and materials, the making of paper shapes, a soft crinoline shape, and the altering and covering of a commercial frame.

The dressmaking unit includes the making of a wool and a silk dress, the study of materials, line, and style for different types, and the care, mending, and remodeling of that type of garment.

The third and fourth years of normal school work lead to the Bachelor's Degree, and in those years the clothing course should consist of these required units: Costume Design (to be handled by the Art depart-

ment if possible); History of Costume, and Dress Design, which offers an opportunity for applying the principles of costume design and includes the drafting and draping of original designs in practice material and ending in the designing, by either of these methods, and the making up of a wearable dress or wrap.

With the satisfactory completion of this work a student would have the proper background for teaching clothing in a high school.

GERTRUDE GREENAWALT

WITHDRAWAL DEPENDS ON INDIVIDUAL, NOT COURSE

More than twice as many pupils withdraw from technical courses in the high schools as from academic courses, according to a study of three high schools in Cincinnati. R. J. Condon, superintendent of schools, states that this large withdrawal is not due to lack of attractiveness in the practical work, but to the fact that certain types of boys and girls select the more practical, scientific, and technical courses because they can not, or fear they can not, do the work of the more abstract general courses. These pupils would probably drop out before completing the course, no matter what group of subjects they chose.

INSTALL WOMEN'S SCHOOL

Northwestern University Inaugurates Citizenship Course this Month

A citizenship school for women of Illinois, the first in the State to be installed by a university, will be conducted at Northwestern January 20-31.

The school will be continued by the University of Chicago later in the spring, according to Mrs. Henry W. Cheney, president of the Illinois League of Women Voters. Plans for the school are being made on the order of those held at Yale for women of Connecticut, and the University of Wisconsin.

Dr. George W. Kirchwey, of New York, former warden of Sing Sing, and members of the staff of Northwestern will be the principal lecturers. Subjects will include legislation and ballot instruction, public school efficiency, budget making and purchasing in cities, methods of voting and public utilities.